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Purposes were to clarify the problems of migrants, to study their needs, and to provide programs to assist them in achieving more adequate citizenship. In addition to conferences between State Department and migrant school people, a one-day conference for supervisors of migrant programs was held, in which new record forms and new State aid formulas were studied. A four week workshop was held for inservice education of teachers working with migrant children. Information was provided by research studies; curriculum materials and methods were developed. Special-term summer schools were operated in areas of migrant concentration and were financed by the State public school fund. The average daily cost per child was \$3.09, compared to \$2.25 in regular public school. Local districts paid for buildings and for administrative and supervisory personnel above the level of principal. The program included grades one through six. An elementary consultant provided by the State Department of Education served as liaison between schools. To implement the summer school program, experimental kindergartens were started. Although the kindergartens were successful, they were handicapped by the lack of teachers trained for kindergarten work. A curriculum workshop resulted in the publication of a 300 page guide, <u>Learning on the Move</u>, which presented problems of migrant education, means of resolution, and materials designed for classroom use. Physical education programs were used more for socialization than for physical development. School health programs were coordinated with health programs in labor camps. School lunches were provided and school bus routes were developed for all migrant schools.							
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ADAMS STATE COLLEGE
ALAMOSA, COLO.

**THE COLORADO
MIGRANT EDUCATION PROGRAM
OF 1959**

A
Summary Report
on the 1959

Colorado Special Terms

For Children of
Migratory Farm Labor Families

Colorado
Schools for
Migratory
Children

Colorado State Department of Education

John H. Swenson
Acting Commissioner



1960

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THE COLORADO MIGRANT EDUCATION PROGRAM OF 1959

RESOURCE REPORT NO. 3

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1960

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of the
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Graduate Research Opportunities in Education and Social Welfare	4. 1. 58	Yes
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Colorado State Aid Formulas for Use in the Education Program for Migratory Children	X-1	Yes
Agreement and Budget (form)	PSF-5-MS	Yes
Report of Employed Teachers (form)	CS-6MS	Yes
Expenditure Report (form)	PSF-5 MS-ER	Yes
Pupil Record (form)	--	Yes
Colorado Teachers Register--Special Terms for Migratory Children	--	Yes
Special Term Principals Report (form)	MERP-PR	Yes
Aids to Starting a Special Term for Migratory Children	--	Yes
Pupil Record (form)	--	Yes
A Social Profile of Agricultural Migratory People in Colorado	E-1	Yes
Now, We Go Too!	2	Out of print
Cooperative School Attendance Program	--	Yes
The Teachers Say -	LRS-2	Yes
The Colorado Migrant Education Program of 1959	3	Yes
Learning on the Move A Guide for Migrant Education	--	April, 1960
Survey of San Luis Valley School Closures		April, 1960

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THE COLORADO MIGRANT EDUCATION PROGRAM OF 1959

Educating the children of agricultural migratory labor families is accepted as a serious responsibility by the people of Colorado. These are native American children. The view is that they are not only entitled to be, but that they should be educated as completely as all other segments of our population. The difficult problems emanating from their mobility and the other characteristics possessed by these people are challenges to creativeness.

A mandate has been outlined and fully accepted by Colorado educators to clarify the problems of the migrants, to study their needs, and to determine upon programs designed to assist them to more adequate citizenship. Each year the staff of the Migrant Education Research Project of the Colorado State Department of Education takes a minimum of time from regular program duties to prepare this brief summary of the on-going education program for migrant children.

This report is intended to provide a general acquaintance with the 1959 migrant education program in Colorado. We are proud of this program, yes, but equally are we aware of all the need not yet being met. Our satisfaction in what has been done exists mainly because what we have done has taught us how to do better an ever broadening program geared to a practical rate of effective expansion. We do not want to just talk about this problem--we want to do something about it. What talking we do is for the purpose of stimulating others to carry on active programs wherever the needs exist.

THE SETTING

AREAS OF THE STATE USING MIGRANT LABOR

Colorado is a high country. The eastern one-third of the state is geographically in the Great Plains. The plains are semi-arid with rainfall varying up to a maximum of 20 inches. Much of the plains have less than 15 inches. These high rolling areas are mostly from 3600 feet to a mile above sea level.

The products of the high plains are chiefly small grains and cattle. In the southeastern part of the state dry-land broom corn and sorghums are the only plains crops that require extra agricultural migratory workers from the commonly conceived migrant group. Wheat combining crews are not included as members of the migrant stream, because of the skilled nature of the work, the self-containment of these groups, the nature of their closely scheduled work, and the fact that the whole group has no special education problem.

The demand for human labor of the type that is limited in skills exists in areas which produce crops having non-mechanized processes. These include sugar beets, thinning and blocking, then weeding or hoeing, but not beet harvesting which is mechanical. Many vegetables need extra hand labor both in pre-harvest and harvest work. There is some need for extra semi-skilled hands in fruits for pruning and spraying, but large numbers are needed for harvesting which is always a race against time. Thus, the crops requiring migrant labor are those which need large quantities of water and are grown in the irrigated areas of the state.

The Valley of the South Platte

This fertile area extends from midstate northward and eastward below the eastern slope of the Rockies and out the northeastern corner of Colorado. The crops requiring migrant labor are sugar beets, vegetables, some fruits, small grains and hay. This area needs and attracts the largest group of migratory workers in the state.

Two Special Term schools for migratory children are operated in this valley. They are at Fort Lupton and Wiggins. The schools operate during the summer season through the labor peak periods. There are many children of retarded age grade status among the valley concentrations of workers who do not have access to make-up schools.

The migrant workers entering the Valley of the South Platte are mostly Spanish American, but there are some Indians from the Dakota reservations.

The Arkansas Valley

The Arkansas River leaves the mountains and flows eastward across the southern part of the state through a fertile valley that has a narrow band of irrigated land. The same type of major crops are raised here as in the Valley of the South Platte with a greater amount of vine vegetables as cantaloupes and watermelons. There probably is more flower seed produced here than in the South Platte.

The migrant labor force is almost 100 per cent of the Spanish American group. A lower wage scale prevails in this area and this may be the determinant that brings workers of perhaps somewhat less stability and reliability to the valley. Being on the route north from Texas, considerable numbers of workers inquire about work in the valley, but often go on without accepting assignments or work for a very few days to get enough money to carry them to other sections. Some do stay for the entire season ending in the late fall in sorghums and broom corn.

One summer term school for migratory children is operated in the Arkansas Valley. A study now in progress may indicate need for other smaller operations to reach the balance of retarded children.

The San Luis Valley

The San Luis Valley is at 7500 to 8500 feet above sea level, and is surrounded by high mountains in the south-central part of the state. With less than 10 inches of rainfall, it requires irrigation water in crop areas. The chief product is potatoes with need for some 6000 workers during fall harvest. About half of these are family-group migrants. Several vegetables are produced through the short summer growing period. Lettuce is the main crop requiring summer labor.

The leading problems concerning migrant children in this mountain valley area are the closing of schools during the potato harvest and the large numbers of home-based children who are retarded in age-grade status. One summer school was established in 1959. The majority of the enrolled children were home-based of families who lived in the valley and moved to crop areas both within and beyond the valley. There is a great need for solution of the retardation problem of these valley children. Studies concerning this area are now under way in the Migrant Education Research Project.

The San Juan Basin

The San Juan Basin is at 6000 feet with rainfall up to 19 inches. It is located in the extreme southwestern corner of the state. The area has about 100,000 acres of pinto beans and 50,000 acres of peach and apple orchards. Harvest operations requiring migrant labor in beans start late in August and extend into fruit picking which normally ends about mid-October.

Large numbers of Navaho Indians with their families enter the area for the harvest period. The period is chiefly at the time when the regular schools are open. There is little demand from these workers for educational opportunity for their children. The children do not enter the new year of school until the return to reservation bases in Arizona and New Mexico. The educational void does constitute a problem. No special school programs have been initiated in the basin for amelioration of this serious situation.

The Western Slope

The Western Slope is predominantly a fruit area in Mesa and Delta Counties. It produces large quantities of peaches with other fruits, and vegetables and some sugar beets. The demand for migrant stoop labor extends through pre-harvest and harvest periods for most of the summer and early autumn. Many thousands of pickers are needed for a peak harvest period of about three weeks, which tapers upward through cherries, apricots and downward through apple picking.

One school for migratory children operates during the late summer period in this area. The migrant labor force is the most varied in the state. It is composed of Spanish Americans, Indians, and the largest proportion of Anglos of any Colorado migrant labor force. The versatility of the workers

is due to the fact that workers other than those who recur in the migrant stream appear when unemployed in their regular fields.

LOCATIONS OF SPECIAL TERM SCHOOLS

To reach the children of migratory workers who are resident Americans, emphasis is placed upon getting them into two types of school situations. The primary need is to enroll them in our regular schools during the periods of regular school terms when they are in a Colorado community. The development of this effort was started in 1959 by the Migrant Research Project. More attention during the year, however, was given to the improvement of the program designed to create opportunity for these children to make-up lost school time. This was accomplished in five Special Term summer schools operated in areas of migrant labor concentrations. One of these schools was operated for the first time at Blanca in the San Luis Valley.

Other Special Terms were at Fort Lupton and Wiggins in the Valley of the South Platte, at Rocky Ford in the Arkansas Valley, and on the western slope of the Rockies at Palisade.

The greatest numbers of migratory children appear in Colorado during the summer period. Many of them have attended school with some regularity during the preceding school year. Others of more mobile migrant families have lost varying amounts of school time. A few each year have not attended any school during the preceding school year.

LOCAL DISTRICT RESPONSIBILITIES

It is a responsibility of each school district to provide educational opportunity for every child within the district. Interpreted liberally this means that a district should enroll every child entering the jurisdictional area immediately upon entry during regular school terms. Some districts adhere to the practice of not only welcoming migrant children, but going out to inform them that school attendance is mandatory. Practices about receiving migrants extend from the hearty welcome all the way to non-acceptance of them in the regular school situation. A challenge for the future is to aid communities to better understanding of migrants and to wider acceptance of the responsibility to provide appropriate educational opportunity for them.

In the operation of a special summer term, the school district enters into an agreement with the State Department of Education to take full responsibility for organizing and operating a term of designated duration. In the summer of 1959 the length of schools was five weeks at Fort Lupton, six weeks each at Blanca, Rocky Ford, and Wiggins, and 38 days at Palisade.

The district agrees to cooperate in the action research program with the Migrant Education Research Project. Also, the district agrees to make an active effort to enroll eligible children in the program.

The definition of eligibility is that a child must at some time during the year move his place of residence due to the family working in agriculture.

FUNCTIONS OF THE STATE DEPARTMENT OF EDUCATION

The state public school fund furnishes the money to operate the school and the Department has a consultant to aid in resolving problems and improving the program. In 1959, the Migrant Research Project prepared new record forms for budgets, applications, expenditures reports, principals report, and a new teachers register. An important contribution of the project, too, was a State Aid Formula which indicated new bases for determination of the amounts allowable each school for operation. The formula was tied to actual attendance in the Special Terms and has enough flexibility that rapid increases in enrollment are allowed for.

The State Aid Formula was used for the first time in the 1959 Special Terms. Its successful application warrants its use again in the 1960 Special Term schools.

A state-wide program of migrant education requires both objective planning and a specialist type of leadership. Local communities may realize the need for a program, but thus far none has been able unaided to initiate a total education program for migrant children, due largely to inability to give the required financial support. Migrant children are looked upon as being responsibilities of their home communities and the attitude exists in some areas that the extra burden of education cannot be assumed by the host community. The fact that slightly more than one-fourth of migratory children in Colorado are from home bases in Colorado and almost three-fourths are from out-of-state may give some justification for this attitude. The fact remains that the children should be educated, so considering all factors together it appears that State initiative and leadership are absolute essentials to successfully fulfill any program.

The state function is three-fold. The first area of leadership is in assisting local school districts to understand the need for educating migrant children and in aiding the districts to reach a point of acceptance of responsibility. The second function of the state is to assist in determining upon sources of funds to support programs which have been mutually determined upon. The third function for the state is to supply the leadership necessary in identifying the educational needs, the materials and methods which will assure effective education, and in-service opportunities for teachers to improve their knowledge about these children and ability to activate effective classroom programs.

It has been learned that though these children are much like other American youngsters in many respects, there are some characteristics that

set them apart and create major problems for teaching. The three chief areas of differences are in language, culture, and personal characteristics. The state is in the best position to make special studies of these characteristics and the problems related to them. The in-service program for teachers may be used for transmitting the knowledge and how to cope with them to all teachers in the migrant program.

In 1959, in addition to conferences between State Department and migrant school people, there were two major programs for exchange of ideas and education. In February a one-day conference was held in Denver for supervisors of migrant programs. A broad range of ideas were exchanged and discussed. New record forms and the new State Aid Formulas were studied and accepted for trial. All the new forms and the formula proved practical and acceptable after one season of use.

The second major program was for in-service education of teachers who work with migrant children. This was a four-week, full-time workshop at Adams State College entitled "Curriculum for Migratory Children". Thirty-one attended as students and more than twenty specialists were used in presenting subjects related to the topic. A major contribution to migrant education was developed by workshop members. It is a guide for teachers entitled LEARNING ON THE MOVE. The publication is the most complete treatment of migrant education that has been done in the country to date. The Department has edited the work in preparation for publication in 1960.

Workshops at Adams State College are planned through 1963. In 1960, a five-week full-time workshop-course co-sponsored by the College and the State Departments' Research Project will be entitled "Principles and Practices of Migrant Education". The chief emphasis will be in the education of teachers for work with migrant and bilingual children. A secondary purpose will be a further development of materials for classroom use with consideration given to means of character education. The Director of the Research Project will direct the workshop. Many eminent educators and labor specialists have already agreed to participate as consultants.

THE MIGRANT EDUCATION RESEARCH PROJECT

In cooperation with the Cooperative Research Program of the United States Office of Education the Colorado State Department of Education operates the Migrant Education Research Project. Started in 1958, the Research Project is designed to study the total problem of educating agricultural migratory children and on the basis of findings to recommend the structure and organization of an effective system of education for these children.

The project staff has sought to accomplish in several fields, some of which were above and beyond the specific research task originally laid down for the project. It has completed or is forwarding several specific research studies intended to unfold facts essential to knowing the true status of migrants and their education problems. Secondly, it provides leadership in

factual studies & surveys

experiential research as exemplified by curriculum materials and methods secured from, put in order, and returned to the teacher for classroom trial. Thirdly, it provides state level administration for migrant school programs. Fourthly, it provides leadership and organization for in-service education of teachers and development of school programs.

Thus, the project can be said to be an experiential research program that learns the facts, assimilates them, puts them to trial, refines them, and finally turns them over to the active school people for actual use. From the total experimentation and research will come recommendations for organization of a practical and feasible state-wide program of education for migrant children.

The project is the center of the leadership initiative that provides for exchange of learning between the several migrant schools, that organizes efforts for improvement and expansion, and provides adhesiveness to the forward force of the entire state effort. The project's work, also, is contributing to the nation-wide programs in migrant education through consultative services and dissemination of its findings in the Colorado scene. Many other states contact the project for information and advice about their own migrant problems. A nationally eminent leader in the migrant labor field recently congratulated the Colorado people for the energetic leadership which was having an affect in every migrant area of the country.

THE CHILDREN AND THEIR FAMILIES

As in previous years, the 1959 experiences in the migrant schools indicated that it is mandatory for teachers to understand the motivating forces of migratory children and adults. Only with knowledge of these forces can a teacher initiate and promote learning experience situations in the classroom that will be meaningful to the children. The teacher must have mastery of essential subject matter fields, be possessed of a vivid imagination and an initiative to develop successful experience learning situations, and have patience far beyond the normal call of the profession if these children are to be taught effectively.

Mobility

There is a constant movement of agricultural migrant workers from the beginning of a seasonal period in a community through to the end when all move out. The school must be ready each day to receive new children. It is essential to create a real atmosphere of welcome, to occupy the child immediately with something that is within his comprehension in order to retain him. It is necessary to make a quick estimate for placing the child at a level where he will benefit and this must be done generally without the benefit of records from a previous school.

The child may leave suddenly allowing no opportunity to give him a record of his attendance and accomplishment. Moving from one to six or a

dozen places during the year saps the initiative to make the effort of attending school. Young children require familiarity and in adjusting to several schools each year there is little chance of developing a familiar feeling in any one place. Often by the time adjustment is made the child is uprooted and passes to another location. Constant movement makes it easy to assume an attitude "What's the use!" even in the very young school child.

Characteristics of Migrant People*

It has been learned that there are many characteristics possessed by migrant people and their children which must be known and allowed for in teaching-learning situations. Teachers who knew these and could recognize them, generally did a very commendable teaching job. Those who failed to recognize these traits were less successful in their teaching. Some few teachers of Spanish-culture background failed to recognize or possibly to understand racial culture traits in their pupils that they themselves may have possessed in some degree. Invariably there existed voids in the effectiveness of these teachers. If the teacher's own speech was accented, the accent was passed along to the pupils. To be fully successful with children of the same racial background, a teacher of the Spanish-culture group must be fully and particularly aware of his own traits and of the effect they may have on the child of similar background.

Racial and Cultural Problems

About three-fourths of all migrant pupils in Colorado are of the Spanish-culture. Two considerations must be brought to the foreground with these children. One is that obviously observable characteristics, such as idions of speech, need correction or complete new learning. The second is that less observable characteristics are often possessed, much more difficult to define, but of great importance in the education process. An example of these is the often prevalent attitude of being satisfied with things as they are. When a teacher finally isolates this characteristic in a child, she has the important, difficult chore of establishing objectivity and purposefulness in the child's mind. Both the tangible and less tangible characteristics possessed by a child must be met as a challenge. Only the teacher can devise methods that will permit the child to better adapt himself to the predominant culture in which he must live. This is an area of study yet to be undertaken by the research staff. It is planned for major consideration in 1960.

The effort will be concentrated upon defining cultural, ethnological, and other characteristics possessed by migrant children. After clear definition, a concentrated effort will be made to devise instructional methods to cope with these characteristics for better adjustment in the American social

*See Potts, Alfred M. "School Bells for Children Who Follow the Crops" The Elementary School Journal, May, 1960. Also, Potts, Alfred M., A Social Profile of Agricultural Migratory People in Colorado, Colorado State Department of Education, 1959.

scene. This will be a direct attempt to shape character. In present public school situations, character education is seldom more than a by-product of subject-learning curricula. The situation exists, the challenge is there, so there is no valid reason for not attempting character education with these children in whom it is so obviously needed.

Age-Grade Status of Migrant Children

In the migrant summer schools of 1958, the grade placement of pupils indicated that 67 per cent of all pupils were retarded in age-grade status. Retardation extended from one to seven years. In that year, about 5 per cent of the children were advanced in age-grade status by one or two years and 28 per cent were in normal grade-for-age.

The proportions in 1959 were quite different than those of 1958. Fifty-eight per cent of the 1959 pupils were retarded compared to the 1958 figure of 67 per cent. Retardation extended to five years instead of seven. Only 1 per cent were advanced one or two years in 1959, against 5 per cent in '58. And 41 per cent were in normal grade compared to 28 per cent.

A first estimate of this situation would indicate considerable progress had been made, but two factors must be considered, each of which somewhat dispels the progress theory. One is that this is largely a different group of children. Perhaps 20 per cent or less of the 1959 membership attended these schools in 1958. The other consideration is that one new school was started in 1959 and the age grade status of the children in this school was more normal than in the other four schools. At the new Sierra Grande school a large proportion of the membership was composed of home-based migrant children. These pupils attended the Sierra Grande school during

TABLE I

AGE-GRADE STATUS OF CHILDREN IN THE 1959 SPECIAL TERMS

GRADE	NO. IN GRADE	ADVANCED		NORMAL	RETARDED				
		2 YEARS NUMBER	1 YEAR NUMBER		1 YEAR NUMBER	2 YEARS NUMBER	3 YEARS NUMBER	4 YEARS NUMBER	5 YEARS NUMBER
K	46			43	2	1			
1	121			43	47	15	9	6	1
2	64			16	20	18	8	2	
3	64		2	13	25	14	9	1	
4	59			25	10	20	2	2	
5	53	1		18	11	16	4	3	
6	24			15	4	4	0	1	
7	17	1		9	2	2	1	1	1
8	13			8	2	2	0	1	
UNGRADED	4						2	2	
TOTAL NO.	465	2	2	190	123	92	35	19	2
PERCENT			1%	41%				58%	

regular school terms with varying degrees of regularity. For the most part, they were from families of intra-state migrant workers who did not leave their homes during regular school terms for as long periods as do most inter-state migrants. Knowing the nature of attendance by these children, the home teaching staff has been more able to keep a greater portion of the children abreast of their grade, but could not maintain all the children in normal grade status. As indicated by the teachers, many of these children barely maintained a hold on the tail end of their grades. The opportunity to help pull these children up nearer their grade norms was welcomed enthusiastically. So much so that the local board of education voluntarily asked if it might be allowed to enter the district's retarded non-migratory children in the summer school and pay the pro-rated cost for their attendance, so they, too, might attain more advanced status in grade.

The record of retardation is serious. With so many of the children who take advantage of this summer schooling opportunity retarded there is a certainty that many of the children who do not make the effort to attend a school at every opportunity are far more retarded than this group.

There is considerable agreement among teachers and principals that a chief cause of retardation is lack of interest. These educators indicate that lack of interest is reflected in many children because of this prevailing attitude among parents. Accepting this as a reliable estimate, it might suggest that mandatory school attendance should be enforced in every community that has migrants. Certainly attendance should be enforced during regular school terms. The summer make-up schools are operated in areas of migrant concentrations to allow children the opportunity to do work unavoidably lost during periods of movement from one location to another. If a system can be perfected to require children to carry their school records with them, then ultimately attendance at summer make-up sessions might be required of all those who are retarded in age grade status.

Other known causes of loss of school time as stated by teachers include transiency, lack of application, caring for younger children, working, and lack of ability in approximately the order of importance as stated.

Attendance of Migrant Children in Regular Public School Terms

Toward the close of 1959 preparations were completed for an in-school census of migratory children in Colorado. When completed, this will give evidence of the attendance of both inter-state and intra-state migrants in regular term schools. The time and duration of enrollments and the proportion of the migrant children population who enroll will be known. The extent of the problem of maintaining facilities for these children who are present only a few weeks or months will be known.

Some districts welcome these children and make a real effort to get them in school. Other districts, because of limited physical facilities or other reasons, do not make an effort to enroll them.

There is evidence of laxness in enforcing school attendance in some of the home states of these migrants. Some children who have spent several months of the previous year at a home base indicate that they have not been in school at any time during the previous school year.

MEMBERSHIP IN SPECIAL TERM SCHOOLS

The number of children reached by the Colorado summer terms is of particular interest. Fort Lupton had more than half again as many children enrolled in the school in 1959 as in 1958. Palisade had six fewer pupils, but had doubled in size the previous year. Rocky Ford had eight more in 1959. A pre-school survey indicated about 48 children might attend the Sierra Grande term, but 72 appeared the first day and enrollment mounted to 89. A planned program encouraging enrollment caused almost every eligible child to enter the school. At Wiggins there were six more children in '59 than in '58, with perhaps every eligible child being reached. Total membership in the five 1959 schools rose to 554 from the 393 enrolled in the four 1958 summer schools.

A comparison of the 1959 enrollments with migratory children census figures (from a study now in progress) tends to indicate that the Fort Lupton area has more children in and about the district to be reached than are now enrolled. Palisade reaches nearly all eligible children, as does Rocky Ford and Wiggins. A large portion of the Sierra Grande enrollment was constituted of home based children.

The difficulties of equating teaching staffs with the number of children who are current members of these schools is indicated to some extent in numbers of withdrawals from each school as shown in Table II. This is made even more evident in study of the attendance Table IV.

TABLE II
MEMBERSHIP IN SPECIAL TERMS
1959

	FORT LUPTON	PALISADE	ROCKY FORD	SIERRA GRANDE (BLANCA)	WIGGINS	TOTALS
NUMBER DAYS TAUGHT	25	38	30	30	30	153
ORIGINAL ENTRIES	152	158	89	89	66	554
BOYS		73	49	50	37	209*
GIRLS		85	40	39	29	193*
WITHDRAWALS	55	59	40	9	6	169
BOYS		26	23	5	3	57*
GIRLS		33	17	4	3	57*
AGGREGATE DAYS MEMBERSHIP	2509	2537	2148	2402	1741	11337
BOYS		1171	1168	1372	994	4705*
GIRLS		1366	980	1030	747	4123*
AVERAGE DAILY MEMBERSHIP	100.4	64.12	71.6	80.05	58.0	374.17
BOYS		30.31	38.9	45.72	33.1	148.03*
GIRLS		33.81	32.7	34.33	24.9	125.74*
MEMBERSHIP AT CLOSE OF TERM	97	99	54	84	60	394

*EXCLUDING FORT LUPTON

The daily membership figures of the 1959 schools show that enrollments on the first and early succeeding days of 1959 terms were higher than in 1958. In 1958 the enrollments the first day were relatively low and they steadily became larger as the first week progressed. Except at Palisade, where few children were in the area at the beginning of the term, proportionately greater numbers of pupils reported to school earlier than in previous years. This is believed to reflect two things. One is that the knowledge of the school from previous years is spread abroad and, secondly, each year there appears to be more effective advertising of school openings, and influencing for voluntary attendance.

Certain other improvements in membership were evident in 1959. The aggregate days of membership was higher, thus making the average daily membership larger in each of the four schools that had operated in the previous year. The tapering off of membership during the final week of the term so prevalent in 1958 was noticeably less evident in '59 than in 1958. Some migrant parents deliberately delayed movement from an area to allow children to complete the term while in other instances it was due to the coincidence of continuing work opportunity in the community.

TABLE III

AGES OF CHILDREN ENROLLED IN FIVE SPECIAL TERM SCHOOLS

1959

AGE:	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>UNKNOWN</u>
BOYS:	1	7	17	41	33	40	29	29	45	15	7	1	3	18
GIRLS:	4	6	28	44	32	26	36	24	12	10	10	6	5	22
TOTAL:	5	13	45	85	65	66	65	53	57	25	17	7	8	40
%	1	2	8	15	12	12	12	10	10	5	3	1	2	7

AGES OF PUPILS

There were several apparent differences about the ages of children who attended in 1959 against those who were pupils in 1958. In '59 only one school accepted children under age five. The acceptance of some four and five-year olds by this one school was due chiefly to the fact that these children had to be cared for in order to permit older children to come to school rather than stay at home to care for the younger ones. This situation points up the need for child care centers where pre-school children will receive safe care. Some desirable training, not available in the home, can be accomplished in pre-school centers.

Ninety-one per cent of the children were between five and twelve years, both inclusive. Three per cent were under five, 6 per cent over twelve, but none were beyond fifteen. Two forces operate to cause children from thirteen to sixteen to refrain from school attendance. One is that they seek work even under illegal circumstances, the other is that many are so

retarded in scholastic achievement by this time that all desire for improvement of learning wanes. Here is an extremely strong cause for keeping these children in school during early formative years, and up to normal age grade status to maintain enthusiasm and desire for continued school experience. If a child is retarded three or four years, or even one or two years, at age twelve the chances are very great that he has no inclination to associate with younger children while making up work. Rather he will drift from school by default and hope to start earning some money. He is thus destined for menial labor all of his life unless he possesses the initiative, energy, and understanding to lift himself by his own bootstraps.

KINDERGARTENS INAUGURATED

During the pre-school planning for 1959 the inauguration of kindergarten programs in the summer Special Terms received much consideration. Sentiment for including the kindergarten had gained greatly during the 1959 summer terms. The State Department encouraged experimentation with this phase of education for the migrant child.

A chief reason for the kindergarten existed in the need to reach these children at an early age. Personal development in early childhood formative years that is ordinarily assumed as a family responsibility does not take on affirmative form in many migrant families. Two major accomplishments could be performed by the kindergarten. One would be the teaching of socialization and personal traits ordinarily performed in the home, the second would be establishing in each child a state of readiness for successfully pursuing the studies of first grade and beyond. There was a belief that establishing a state of readiness and an attitude for acceptance of schooling at an early age are important things to accomplish in migrant children. An affirmative force must exist within the child to enable him to overcome the multitude of forces that work against regular school attendance during his normal schooling period.

The chief handicap in the kindergarten experimentation was the lack of teachers fully trained for kindergarten work. There were no prepared curriculum materials, so each kindergarten teacher was dependent upon the resources of herself, her local staff, and aid from a State Department consultant. All five schools received kindergarten children. The opinions regarding success of the trial were favorable. The consensus estimate of need was for continuing the kindergarten and attempting to develop program for it.

TABLE IV
ATTENDANCE IN SPECIAL TERMS
1959

	FORT LUPTON	PALISADE	ROCKY FORD	SIERRA GRANDE (BLANCA)	WIGGINS	TOTALS
AGGREGATE DAYS ATTENDANCE	1815	1842	2028	2159	1653	9497
BOYS	-	740	1109	1213	951	
GIRLS	-	1102	919	946	702	
AGGREGATE DAYS ABSENCE	688	565	120	243	88	1704
BOYS	-	273	59	146	43	
GIRLS	-	292	61	97	45	
AVERAGE DAILY ATTENDANCE	72.6	49.46	67.6	71.94	55.1	316.7
BOYS	-	23.37	37.0	40.42	31.7	
GIRLS	-	26.09	30.6	31.52	23.4	
PER CENT ATTENDANCE	72.3%	72.6%	94.4%	89.9%	94.9%	83.8%

ATTENDANCE

Attendance in the five schools varied from 72.3 per cent to 94.9 per cent with the average of all five schools at 83.8 per cent. Two factors seem to be most important in the attendance record of each school. One is the availability of work for youngsters in the particular area and a second is the closeness of checking upon the attendance of children. Close checking of absentees results in both better attendance and in maintaining a more accurate record for enrollment. A pupil is retained as enrolled until it is definitely ascertained that he is withdrawn. Some schools check on absences almost daily, while others may check after a third day of absence. If a child is found to have moved or is withdrawn for other reason, he is dropped from the rolls. The closer the check on drop-outs, the less the impact on the attendance record.

The average daily attendance in 1959, shown in Table IV, was higher than in 1958. At Fort Lupton ADA was up by 25.2, Palisade had a decrease of 8.4 largely due to extending the length of the term into a period when fewer migrant children were in the area. Rocky Ford's increase was 15.5 and Wiggins had an increase of 4.2 children per day.

The percentage of attendance in the several schools varied somewhat between 1958 and 1959. Fort Lupton's percentage decreased from 76.5 to 72.3, Palisade decreased from 82.5 to 72.6, Rocky Ford increased from 92.3 to 94.4, and Wiggins increased from 92.1 to 94.9 per cent. Sierra Grande maintained an 89.9 per cent attendance record in its first year of operation.

The problem of maintaining attendance is an important one in the total administration of special terms for migrant children. First and foremost, the purposes of schooling cannot be fulfilled unless children maintain regularity in attendance. Secondly, the cost problem cannot be kept within bounds if the average attendance in a classroom is only six or eight children. The Colorado experience has proven that a practical teacher load is about

fifteen children in average daily attendance. Of course, it would be ideal to have fewer children in a classroom to permit more individual teaching by the teacher, but consensus of opinion is that fifteen children can be handled well. When class averages are below fifteen, the cost of maintaining the program becomes unusually high per pupil in average daily attendance. The problem that must be solved in a practical manner is to maintain average class room size within the bounds of the money available to support the program. In the Colorado program, the fifteen-pupil-average has been determined upon as the base figure and each school is expected to make every practical effort to maintain this average.

TABLE V

REASONS FOR LATE ENTRANCES

	FORT LUPTON	PALISADE	ROCKY FORD	SIERRA GRANDE (BLANCA)	WIGGINS	TOTALS
NEWLY ARRIVED IN DISTRICT	UNKNOWN	118	14	6		138
TROUBLE IN FAMILY			3	1		4
PARENTAL NEGLECT			18			18
WORK				3		3
NO TRANSPORTATION				1		1

Study of Tables VI, VII, and VIII helps to understand some of the problems associated with school attendance of migrant children. In Table VI late entrance into summer school is shown as caused primarily by mobility. Children come into the community as seasonal labor opportunities increase. Perhaps several days pass before contact and decision are made to enter the school. The next main cause appears to be what schoolmen refer to as family neglect. This includes both inadequate child care and lack of interest in the family.

Overcoming the many family-centered problems is a part of the function that must be assumed by the school. Question can be raised about this statement, but the fact remains that if the school does not assume a close personal responsibility for these pupils, there is not enough initiative in many of the families to keep the child coming to school. The active practice of close contact with the family is often the essential ingredient to keep enough interest alive to maintain continuous attendance.

TABLE VI

REASONS FOR ABSENCES AND NUMBER OF DAYS INVOLVED

	FORT LUPTON	PALISADE	ROCKY FORD	SIERRA GRANDE (BLANCA)	WIGGINS	TOTALS
ILLNESS	UNKNOWN	17(50)	10(22)	15(43)	28(60)	70(175)
WORK		50(400)	7(30)	16(73)	6(15)	79(518)
TROUBLE IN FAMILY			2(4)	2(3)		4(7)
TRUANCY		3(10)		4(20)		7(30)
LACK OF INTEREST (CHILD OR PARENT)		58(127)	14(64)			72(191)
CARE OF CHILDREN				6(15)		6(15)
NO TRANSPORTATION					4(13)	4(13)

The total number days of absence is the important information shown in Table VII. Figures available from four of the schools show 518 school days missed because children were working. The economic urgency of securing income is a primary force in migrant families. If work is available to children, many families will give the work preference over school attendance. This raises a serious question. Federal law prohibits children working while school is in session in a district. Shall the law apply in these districts where there are voluntary summer terms as well as when regular school terms are in session?

The second most prevalent cause of absences is "lack of interest". As indicated in a section above, the only way to overcome this is through frequent, persuasive contact with migrant families. The third cause of absence is illness. The health of migrant people is a major problem within itself. Poor nutrition is considered a major cause of health problems. The problem of migrants' health is reported by the Colorado Department of Public Health so is not treated completely in this report.

TABLE VII

REASONS FOR WITHDRAWALS

	FORT LUPTON	PALISADE	ROCKY FORD	SIERRA GRANDE (BLANCA)	WIGGINS	TOTALS
MOVED AWAY	?	26	37	?	6	69
PARENTAL NEGLECT			4			4

The main cause of withdrawal from special term schools is moving from the community. The migrant family goes where work is available. Movement during the usual seasonal peak in an area is continuous as workers hear of better wages or more extended work opportunities in other areas. At times there are short periods of slack labor demand as one crop is completed and before another is ready. Occasionally a family will move out in this interim, only to return and reenter children in the school. The school periods, of course, are timed to the seasonal work periods. The term has been planned to end at the date of usual termination of labor demand. If weather or other cause extends a labor period so the families stay on, the special school term may be extended to accommodate the children. In 1959 there were no extensions necessary.

THE CURRICULUM

Local Staff Programs

Major effort is expended on curriculum development at the local level. Every person working with migrant education programs has a practical appreciation of the need for developing curriculum materials and methods that are effective tools in the learning situation of migrant children. Each year every teacher makes revisions or often almost totally changes her course materials. There is a close relationship between the migrant experience and understanding of a teacher and her success in the classroom.

One thing that has been learned is that a course of study prepared beforehand may not be totally suitable to a new class of migratory children. It is essential for a teacher to have a variety of methods to tackle each phase of each subject. The status of learning may be different in each pupil and other factors must be considered as, for example, the attention span of the children. In the primary groups teachers generally find that an activity may hold attention for perhaps, ten to fifteen minutes, then must be changed to a different type. Later the class may again benefit by a few minutes of the first activity.

In a fourth grade class, one may observe within an hour a pupil-centered arithmetic exercise, then some folk singing, a language lesson, a game, and the start of a recess. The teacher must be possessed of versatile understanding, have a ready mastery of numerous methods for achieving subject learning, and have readily accessible in the classroom a great variety of materials, so a switch in activity can be made effectively and smoothly. A day's activity that is preplanned may not work at all, so the teacher must be possessed of both the initiative and the know-how to adjust class action to the receptivity of the group. As one visits from the primary to the intermediate and elementary levels, one can observe that much progress has been made in developing and strengthening the attention span of the pupil who has been in the school before or who has had a fairly continuous school experience, but among the broken school experience children there is still the problem of maintaining concentration within a limited activity area.

There is much evidence to indicate a need for extra preparation of teachers who are to work with the migrant child. Observation indicates that a young teacher unacquainted with the characteristics of these children if left alone with a group can become quite ineffective and actually frustrated. Both in-service education programs and much supervisory help should be made available to the teacher who is entering into a migrant education program.

A key, well-stated expression favorite with migrant educators is "high interest, low vocabulary". There is a constant search for material which is suitable for use with these children. Word usage in pre-primers and primers must be the very simplest. Yet action must be of a calibre to hold this child's attention.

LEARNING ON THE MOVE

The 1959 Workshop was designed on the theme "Curriculum for Migratory Children". Held at Adams State College it operated on a full-day schedule for four weeks. It was co-sponsored by the Migrant Education Research Project. Almost all teachers and principals of the migrant summer schools attended for periods of one to four weeks dependent in the main upon their own school session timetables. A description of the workshop appears in the section of this report "Functions of the State Department of Education".

Appreciation must be expressed to both Adams State College for its very full cooperation in offering the workshop and to The Migrant Childrens Fund of Pleasantville, New York, which contributed \$1500 for scholarships awarded to teachers of migratory children.

The product of the workshop is a curriculum publication of almost 300 pages. It presents the problems of migrant education and the means of resolution and offers extensive materials designed specifically for classroom use. The Colorado State Board of Education has authorized printing and publication in the spring of 1960. The work is entitled Learning On The Move.

PHYSICAL EDUCATION AND HEALTH PROGRAMS

Physical education was carried on mostly in informal programs. Much of the activity was out-of-doors in nearby parks or on the school playground, if there was adequate shade. Group games were the core of the program. Children at the start of the summer schools were poorly adjusted to play together. The concept that any plaything was "mine" was very prevalent. Few knew how to or cared to share a toy. Among the boys having fun meant pushing each other around without obvious aim or purpose.

Out-of-door and in-door games were used more for socialization than actual physical development. Children had to be taught to get along together, to respect the rights of each other, and that games were played according to rules that affected everyone equally. Music was used extensively with indoor programs. Walks to nearby points were usually taken with some purpose of observation and learning rather than physical exercise. One school used a full-time physical education teacher for the first time and found that programs were more effective than they had been under classroom teacher supervision.

Health programs were carefully planned. The services of county health departments and county nurses were used extensively. The school programs were coordinated with health programs in labor camps. County medical associations cooperated in clinics and in administering inoculations. Each school made arrangement for its own program based upon the facilities available in the community. Consideration was always given to preventive measures, to meet the immediate health needs, and for teaching health practices and knowledges.

SCHOOL LUNCH IN MIGRANT SCHOOLS

The noon meal continues to be one of the high points in the day for the children attending the pilot summer schools for migrant children.

The accompanying chart shows more uniformity than in previous years. All schools have used the lunch period as a teaching tool to some degree.

The programs demonstrate what can be accomplished with poorly nourished children when they receive an adequate and balanced meal once a day. Contrary to statements made in regular term schools, it was found these children will accept foods they are not accustomed to if sufficient time is taken to encourage them to do so; especially so where a familiar food accompanies the new dish. Almost all enjoyed their cold milk after they learned to take it. Few of them ever had milk to drink at home.

The period of school is short to establish the desired eating habits but by observing those that attended the previous years, it was felt some permanent gains had been made.

Table manners were much improved and for many using the knife, fork and spoon was a new experience.

SUMMARY MIGRANT SCHOOLS 1959

MEALS SERVED AND AMOUNT OF CLAIMS

SCHOOL	NO. OF CHILDREN	DAYS	SCHOOL LUNCH		SPECIAL MILK EXTRA		TOTAL CLAIMS
			MEALS	AMOUNT	MEALS	AMOUNT	
WIGGINS	57	29	1556 @ 9¢ =	\$ 140.04	3475 @ 4¢ =	\$ 139.00	\$ 279.04
FT. LUPTON	74	25	1678 @ 9¢ =	151.02	1792 @ 4¢ =	71.68	222.70
PALISADE	44	39	1862 @ 9¢ =	167.58	1910 @ 4¢ =	76.40	243.98
LIBERTY	64	30	2013 @ 9¢ =	181.17	1512 @ 4¢ =	60.48	241.65
SIERRA GRANDE	79	30	1487 @ 9¢ =	180.39	1679 @ 4¢ =	67.16	247.55
			582 @ 9¢ =				
AVERAGE TOTAL	318	153	9178	\$ 820.20	10368	\$ 414.72	\$ 1234.82

SCHOOL	EXPENSES			TOTAL EXPENSE	COST OF EXTRA MILK	TOTAL MEALS	FREE MEALS	ADULT MEALS	STUDENT PAID MEALS	STUDENT POTENTIAL CHARGE	AVER. COST MEALS
	FOOD	LABOR	OTHER								
WIGGINS	\$ 438.19	\$ 356.25	\$ 5.50	\$ 799.94	\$ 199.81	1601	150	45	1406 @ 20¢ =	\$ 281.20	27.4
FT. LUPTON	372.53	330.00	—	702.53	107.52	1947	447	269	1231 @ 10¢ =	123.10	19¢
PALISADE	361.38	250.00	5.00	615.38	124.15	1863	1515	1	347 @ 15¢ =	52.05	19¢
LIBERTY	474.08	330.00	—	831.08	86.13	2013	1462	—	551 @ 15¢ =	82.65	23.5
SIERRA GRANDE	NONE	NONE	NONE		100.74	2306	—	237	2069 @ 20¢ =	413.80	—0—
						9730	3574	552	5604	\$ 852.80	
AVERAGE TOTAL	\$ 1646.18	\$ 1266.25	\$ 10.50	\$ 2948.93	\$ 618.40	9730	3574	552	5604	\$ 852.80	

	<u>INCOME</u>			<u>TOTAL</u>	<u>TOTAL LOSS</u>	
	<u>STUDENTS</u>	<u>ADULTS & OTHER</u>				
WIGGINS	\$276.40	\$ —		\$276.40		37%
FT. LUPTON	147.49	45.40		192.89		63%
PALISADE	25.93	39.75		65.68		10.6¢
LIBERTY	84.61	48.00		132.61		13¢
SIERRA GRANDE	261.50	—		261.50		
	<u>\$795.93</u>	<u>\$123.15</u>		<u>\$929.08</u>	<u>\$2019.35</u>	

PER CENT FREE MEALS
PER CENT PAID MEALS
** FOOD COST AVERAGE
* LABOR COST AVERAGE

** COST OF SPECIAL MILK EXCLUDED.

* DOES NOT INCLUDE SIERRA GRANDE SUMMER SCHOOL — NO INFORMATION ON EXPENSES.

PILOT SUMMER SCHOOL - WIGGINS, COLORADO, 1959

MONTH	DAYS	PARTIC.	SCHOOL LUNCH MEALS	RATE	CLAIM	TOTAL MEALS SERVED CHILD.-ADULTS	SPECIAL MILK ½ PTS.	RATE	CLAIM	TOTAL CLAIM	
MAY & JUNE	26	55	1381	9¢	\$124.29	1381	36	3349	4¢	\$133.96	\$258.25
JULY	3	58	175	9¢	15.75	175	9	126	4¢	5.04	20.79
			1556		\$140.04	1556	45	3475		\$139.00	\$279.04

EXPENSE

MONTH	FOOD	LABOR	OTHER	TOTAL EXPENSE	FREE MEALS
MAY & JUNE	\$401.81	\$295.00	\$5.50	\$702.31	150
JULY	36.38	61.25		97.63	
	\$438.19	\$356.25	\$5.50	\$799.94	150

INCOME

MONTH	STUDENTS	OTHER	TOTAL
MAY & JUNE	\$224.40	—	
JULY	52.00		
	\$276.40		\$276.40
			\$523.54
			279.04 - TOTAL CLAIM
			\$244.50 - PROGRAM LOSS

PER CENT FREE MEALS 9.6
PER CENT PAID 90.

*FOOD COST PER MEAL 15¢
LABOR COST PER MEAL 15.3¢

* COST OF SPECIAL MILK EXCLUDED

FORT LUPTON MIGRANT SCHOOL 1958 - 1959

SCHOOL LUNCH PROGRAM						SPECIAL MILK PROGRAM				
MONTH	DAYS	PARTIC.	STUDENTS	RATE	CLAIM	TOTAL MEALS SERVED	EXTRA	RATE	CLAIM	TOTAL CLAIMS
JULY	10	77	657	9¢	\$ 59.13	767	787	4¢	\$31.48	\$ 90.61
AUG.	15	70	1021	9¢	91.89	1180	1005	4¢	40.20	132.09
	25	147	1678		\$151.02	1947	1792		\$71.68	\$222.70

EXPENSE

MONTH	FOOD	LABOR	OTHER	TOTAL	LOSS	CLAIM
JULY	\$154.41	\$165.00	—	\$319.41		
AUG.	218.12	165.00	—	383.12		
	\$372.53	\$330.00	—	\$702.53		

INCOME

MONTH	STUDENTS	ALL OTHER	TOTAL
JULY	\$ 60.76	\$17.20	\$ 77.96
AUG.	86.73	28.20	114.93
	\$147.49	\$45.40	\$192.89

509.64 - 222.70 = \$286.94 OPER. LOSS.

MONTH	FREE MEALS
JULY	148
AUG.	299
	447

PALISADE MIGRANT, MESA COUNTY, 1959

MONTH	DAYS	PARTIC.	SCHOOL LUNCH MEALS	RATE	CLAIM	TOTAL MEALS SERVED CHILD.-ADULT	SPECIAL MILK ½ PTS.	RATE	CLAIM	TOTAL CLAIM	
JULY	16	21	313	9¢	\$ 28.17	313	1	309	4¢	\$12.36	\$ 40.53
AUG.	23	66	1549	9¢	139.41	1549	—	1601	4¢	64.04	203.45
	39	<u>87</u>	<u>1862</u>		<u>\$167.58</u>	<u>1862</u>	<u>1</u>	<u>1910</u>		<u>\$76.40</u>	<u>\$243.98</u>
		44									

EXPENSE

MONTH	FOOD	LABOR	OTHER	TOTAL
JULY	\$ 79.80	\$120.00	\$ —	\$199.80
AUG.	281.58	130.00	5.00	415.58
	\$361.38	\$250.00	\$5.00	\$615.38

INCOME

MONTH	STUDENTS	OTHER	TOTAL
JULY	\$ 3.35	\$12.00	\$15.35
AUG.	22.58	27.75	50.33
	\$25.93	\$39.75	\$65.68

65.68
549.70
LESS 243.98
\$305.72 TOTAL CLAIM PROGRAM LOSS

FREE MEALS

MONTH	FREE MEALS	TOTAL MEALS	PAID MEALS	PER CENT FREE MEALS 81%
JULY	283	313	30	PER CENT PAID MEALS 19%
AUG.	1232	1549	317	FOOD COST PER MEAL 12.7¢
	1515	1862	347	LABOR COST PER MEAL 13.4%

LIBERTY MIGRANT - ROCKY FORD, COLORADO, 1959

MONTH	DAYS	PARTIC.	SCHOOL LUNCH MEALS	RATE	CLAIM	TOTAL MEALS SERVED CHILD.-ADULT	SPECIAL MILK ½ PTS.	RATE	CLAIM	TOTAL CLAIM
JUNE	22	71	1558	9¢	\$140.22	1558	1267	4¢	\$50.68	\$190.90
JULY	8	57	455	9¢	40.95	455	245	4¢	9.80	50.75
	30	128	2013		\$181.17	2013	1512		\$60.48	\$241.65
		64								

EXPENSE

MONTH	FOOD	LABOR	OTHER	TOTAL
JUNE	\$372.61	\$242.00	\$ —	\$614.61
JULY	101.47	88.00	—	189.47
	\$474.08	\$330.00	—	\$804.08

INCOME

MONTH	STUDENTS	OTHER	TOTAL
JUNE	\$77.75	\$35.20	\$112.95
JULY	6.86	12.80	19.60
	\$84.61	\$48.00	\$132.61

132.61
698.47
LESS 241.65
\$456.82 TOTAL CLAIM PROGRAM LOSS

MONTH	FREE MEALS	TOTAL MEALS
JUNE	1047	1558
JULY	415	455
	1462	2013 = 551 PAID MEALS

SIERRA GRANDE MIGRANT, COSTILLA COUNTY, 1959

MONTH	DAYS	PARTIC.	SCHOOL LUNCH MEALS	RATE	CLAIM	TOTAL MEALS SERVED CHILD.-ADULT	SPECIAL MILK ½ PTS.	RATE	CLAIM	TOTAL CLAIM
JUNE	22	75	1487	9¢	\$133.83	1648	1302	4¢	\$52.08	\$185.91
JULY	8	82	582	8¢	46.56	658	377	4¢	15.08	61.64
	30	<u>157</u> 79	2069		\$180.39	2306	1679		\$67.16	\$247.55

EXPENSE				
MONTH	FOOD	LABOR	OTHER	TOTAL
JUNE	—	\$ —	—	\$ —
JULY	—	432.00	—	432.00
		\$432.00		\$432.00

INCOME			
MONTH	STUDENTS	OTHER	TOTAL
JUNE	\$148.70	—	\$148.70
JULY	112.80		112.80
	\$261.50		\$261.50

261.50
\$170.50 WITH TOTAL CLAIM \$247.55 = \$77.05, PROFIT
NO FOOD EXPENSE REPORTED

PER CENT FREE MEALS NONE
PER CENT PAID MEALS 100%
FOOD COST PER MEAL NONE
LABOR COST PER MEAL 18.7¢

TRANSPORTATION

The development of school bus routes at the beginning of each summer term is considered an activity of first importance. Experiences of previous years have indicated the probable locations of children. If all migrants are housed in central camps, the task of developing routes is an easy one. Fort Lupton had all children come from one camp center. Palisade had a large camp a few miles from the school, but also had children who lived on farms and ranches, so several routes were required. The other three schools were in areas where migrants were housed on farms. In areas of this type, the major routes may be the same from one year to the next, but many minor adjustments may be needed to pick up children from farms where there were no children the year before.

Locating children before the school opens is a responsibility of the principal. Often the superintendent of schools will work with the principal in scouring the countryside to locate all the children. Beside going out and beating the bushes for them, contacts are made with employment people, farm operators, canning company personnel and any other source that may have information about the current location of migrant workers with children.

The buses used by each school were the same as those used during the regular school year, whether district-owned or operated under contract. The same regulations of safety, insurance, and trained bus drivers prevailed as during the regular school term. The expenses of transportation are met by the state according to a formula that is part of the migrant school State Aid Formula. The yellow school bus is a symbol that school is in session. The driver plays an important role in daily getting the children out to school.

The shortest bus route in 1959 was two miles, the longest was more than fifty miles. Busses of the five schools traveled 14,887 miles during the summer terms.

TABLE IX
1959 EXPENDITURES REPORT

ITEM	FORT LUPTON	PALISADE	ROCKY FORD	SIERRA GRANDE	WIGGINS
NO. DAYS IN TERM	25	38	30	30	30
MEMBERSHIP	152	158	89	89	66
A.D.A. (AVERAGE DAILY ATTENDANCE)	72.6	49.46	67.6	71.94	55.1
SUPERVISION AND INSTRUCTION	\$4135.00	\$3626.25	\$4839.00	\$3780.00	\$3062.50
SUPPLIES	447.17	70.40	336.58	524.99	379.23
STAFF TRAVEL	52.00	-	150.29	63.68	16.99
MAINTENANCE					
SALARIES	100.00	311.24	282.08	75.00	-
INSURANCE	-	22.28	9.08	32.50	55.00
SUPPLIES	-	11.60	-	30.00	-
UTILITIES	-	121.27	25.00	30.00	-
SCHOOL LUNCH					
SALARIES	330.00	370.00	330.00	432.00	356.25
FOOD AND MILK	372.53	362.86	479.68	575.51	438.19
UTILITIES	-	-	-	60.98	50.00
TOTALS	702.53	732.86	809.68	1068.49	844.44
RECEIPTS	415.53	309.66	374.46	509.15	555.44
STATE AID	287.00	423.20	435.22	559.34	289.00
TOTAL NUMBER MEALS	1947	1986	2013	2306	1626
% FREE MEALS	22.9%	84%	72%	43%	9.2%
% PAID MEALS	77.1%	16%	28%	57%	90.8%
FOOD COST PER MEAL	13.6¢	11¢	20.8¢	27.6¢	16.4¢
LABOR COST PER MEAL	16.9¢	19¢	16.3¢	18.7¢	21.9¢
TRANSPORTATION	\$ 250.00	\$ 606.20	\$1303.84	\$1293.00	\$ 935.00
TOTAL COST	\$5271.17	\$5192.44	\$7381.09	\$6388.51	\$4737.72
COST PER MEMBER	34.68	32.86	81.81	71.78	71.78
COST PER MEMBER PER DAY	2.10	2.05	3.44	2.66	2.72
COST PER PUPIL PER DAY ATTENDED	2.90	2.82	3.64	2.96	2.87
TRANSPORTATION COST PER PUPIL PER DAY ATTENDED	.14	.33	.64	.60	.57

COST OF MIGRANT PROGRAMS

The cost of education for each child in average daily attendance in Colorado's public schools during the year 1958-59 was approximately \$2.25. The average cost per day for maintaining programs for migratory children was \$3.09. Particular factors that increase the cost of migrant education are the need for maintaining a lower pupil-teacher ratio, the mobility of these people and the consequent irregularity of pupil-teacher ratio, relatively smaller numbers in migrant schools make higher costs as does the more irregular attendance of these children, and in varying degree in different schools transportation costs can be high, and school lunch costs can be high per pupil when many free lunches must be provided. The \$3.09 daily cost does not include any building acquisition costs.

There are services rendered the migrant pupils which do not show as direct costs to the school as the health programs of State and County Health Departments and other agencies. Where these services were not available and nurse service was purchased by the school through provision of a school nurse the cost per child was above the \$3.09 average.

As is true with our regular schools no two migrant schools can be operated at identical costs. The factors of need and the costs of services vary between communities. However, there was actually a decrease in cost per pupil in average daily attendance from about \$3.46 in 1958 to \$3.09 in 1959. One of the factors contributing to the decrease was a wider use of the practice of adding teachers as daily attendance increased. As experience develops with migrant education, it is found that programs can be adjusted in anticipation of expected changes. Gradually there will be a narrowing of the gap in the costs between the two types of schools, but one cannot expect adequate migrant programs to be less costly than regular school programs.

The State Aid Formula developed for first use in 1959 has proven its effectiveness. The purpose of a formula to help in establishing budgets has a two-fold effect. Its application indicates to the district operating a special term, the specific limitations of expenditures acceptable to the state and secondly, it aids the district to know the practical limits in establishing a budget.

Migrant summer school programs often require very considerable adjustment to meet changes in length of term, changes in student population, or other contingencies. The formulas provide for this needed flexibility. Each year the state indicates two basic values. With these known, the formula is relatively simple to apply. All of the required areas of expenditures are provided for--the salaries of principal, teachers, janitor, school lunch staff, and bus drivers. The school lunch, transportation, utilities, supplies, and equipment are covered. Provision is made for increases in average daily attendance and in cost of food. The entire budget is geared to the number of pupils in average daily attendance.

State funds are not available for any expenses relating to acquisition of buildings or building indebtedness, nor for administrative or supervisory personnel above the level of principal. These are contributions of the local district.

The district in actuality expends the funds necessary to maintain the school. At the close of the term, expenditure reports made on state prepared forms are submitted for reimbursement of all permissible expenditures.

ELEMENTARY CONSULTANT

The children of the special terms are of ages and grade status that require provision for work to about the sixth grade. This is entirely in the elementary area. The State Department of Education provides an elementary consultant who gives vital aid to teachers. This includes assistance in knowledge of the pupils, classroom materials and methods aids. The consultant serves as liaison between schools and advises about techniques that are used successfully in one school and suggests adaptations for successful use in other schools.

PLANNING AHEAD

A conference of migrant school personnel will be held in February, 1960, to critique practices of the past year and after thorough discussion decide upon program features for the 1960 special terms.

Teacher workshops are planned through 1963 at Adams State College. In 1960 a full time five-weeks workshop-course entitled "Principles and Practices of Migrant Education" will be designed primarily for teacher education to improve teachers for work in this field. A secondary objective will be to develop materials for a more direct effort at character education of migrant children.

The Research Project will culminate in 1960. The results of its numerous studies will be summarized in a composite final report. Planning of migrant programs for 1961 will have the advantage of the Project findings and perhaps more permanency may be reflected in the planning of programs thereafter.

SUMMARY

The migrant education program in Colorado has been an experimental endeavor. The summer special terms have been eminently successful. Migrant children are comparable to the general population in capacity to learn. Their scholastic achievement is far behind that of the public school population.

Certain characteristics of migrant children require special knowledges and abilities in teachers. Language problems, cultural characteristics, and lack of socialization understanding and traits are in the foreground of education problems. Developing and maintaining interest require much attention. To do justice to the children, teachers in both summer and regular term schools who work with migrant children should have much aid in developing the understanding and abilities required.

There is need for continued work on curriculum, on study of administrative problems related to continuance of programs, on the role of the total community in promoting migrant education. A sound program for development and expansion will need to be accepted. Such a program will require leadership within the school structure itself, and in the design to further public understanding and acceptance of responsibility.